West Sedona Elementary School

Sedona-Oak Creek Joint Unified District
570 Posse Ground Road, Sedona, AZ 86336

Principal: Mr. Greg Kirkham
Schedule: 8:00 AM to 4:30 PM
Web Address: sedona.k12.ax.us
E-mail: kirkham@sedona.k12.az.us

Grades: Pre-K-8
2001 Enrollment: 530
Phone: (928) 282-6600
Fax: (928) 282-1012

∨ School Overview ∨

Mission

To expect academic excellence by providing a rigorous, integrated curriculum taught in a stimulating and safe environment; to provide opportunities to experience fine arts, PE and technology; to model, teach and require good citizenship; to prep students.

Organization and Philosophy

w Self-contained Classrooms

w Multiage Classrooms

w Team Teaching

w Montessori Programming

Instructional Programs

w Gifted

w Special Education

w Full-day Kindergarten

w Montessori Primary Classes

w Multiage Classes

w Elementary Division

w Middle School Division

w SEI

School/Academic Goals

w Teachers and administration plan for academic excellence within all subject areas. Our goal is to continually improve our standards to ensure that all students are learning to their highest potential. We believe all students can learn.

w In lang. arts, we strive to teach all students to apply their oral & written language as tools for their learning in all subject areas. The study & understanding of good literature is an important outcome of our language arts program at all grades.

w Writing across the curriculum is an important goal at WSS. Students are taught pre-writing and effective writing skills. We expect students to develop their critical thinking skills, in subject areas, through application of their writing skills.

w Math/science/tech. are recognized as important areas for students to master for success. Students are challenged in each on basic skills which are the areas to master--then used in real-world application. Problem solving/inquiry are emphasized.

Enrollment

October 1, 2000 School Year Student Enrollment:	474
Accepting New Students in 2001-02 Under Open Enrollment Law[1]:	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	20

[1] Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted   NR = No Response   NA = Not Applicable   ISD = Insufficient Data to Calculate Rate

∨ School Site Council ∨

Council Composition

1 School Administrator(s)
0 Non-certified Employee(s)
4 Teacher(s)
4 Parent(s)
1 Community Member(s)
0 Student(s)

Council Duties

w Schoolwide Improvement
w Parent/Educator Relations
w School Safety Issues
w Extracurricular Activities
w Curriculum Development

∨ Staffing Information ∨

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	0.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	5	4	0	0
10 or more years	5	9	0	0

∨ Shared Responsibilities ∨

School

The West Sedona School communicates to parents through a school newsletter, teacher newsletters, notes to parents, midterm notices, report cards, portfolios and the Performance Incentive Program (PIP). The West Sedona School strives to promote beliefs, qualities and values for all children through the development of positive self-esteem, sense of responsibility, creative decision making, mastery of essential skills and interpersonal skills.

Parents

Parents are responsible to ensure that their children are enrolled in school and attend school regularly. Parents are further responsible to provide transportation for students who are not within busing range. Parents who cannot provide lunch due to financial considerations may apply for free or reduced lunch.

∨ Transportation Policy ∨

Transportation of students is a privilege extended to students in the district. It is not a statutory requirement except for handicapped students. Bus transportation will be provided to students who live more than one mile from the school. The safety and welfare of student riders is the first consideration in all matters pertaining to transportation.

∨ **Calendar Information** ∨

Number of Instruction Days:	176	**First Day of School:**	8/15/01
Average Daily Instruction Time:	6 hrs. 30 min.	**Last Day of School:**	5/24/02

Operates on Traditional Schedule

──────────── **Report Card Release Dates** ────────────

11/9/01   2/22/02   5/24/02

──────────── **Additional Calendar/Report Card Information** ────────────

∨ **Resources Available at School Site** ∨

──────────── **Nutrition Programs** ────────────

Federal food programs available to eligible [2] students:

Breakfast - Yes   Lunch - Yes   Summer Food - No

[2] Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

──────────── **Special Facilities** ────────────

W Multimedia Center   W Science/Computer Labs

W Separate Cafeteria   W Regulation Gymnasium

──────────── **Extracurricular Activities** ────────────

W Peer Mediation   W Student Council

W Yearbook Publications   W Basketball/Baseball/Softball

W Volleyball/Cheerleading   W Cross Country/Track

W National Junior Honor Society   W Science Club

──────────── **School/Community Resources** ────────────

W Counseling Services   W Health Services

W Lunch Program   W Breakfast Program

W Crisis Intervention   W Day Care

W Afterschool Programs   W Recreational Activities

∨ **Indicators of Success** ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

w The primary lang. arts curriculum blends a phonetic, whole language & writing approach to learning to read & use language. Taught through integrated units that blend different subjects, students interact with language in a hands-on, experiential way.

w Teachers at WSS assume leadership roles throughout the school. They are involved in providing staff development to their peers. Teachers organize and run the Science Fair, Volunteer Program, Recycling. Odyssey of the Mind/Community Problem Solving.

w The teachers, staff, administration, parents and students have created a warm, supportive, caring educational environment that supports excellence. The safe and positive environment is supportive of change and growth.

w Advances have been made in middle school math over the past two years. Courses are offered in basic math, pre-algebra, algebra and advanced algebra.

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.7 %	94.8 %	93.5 %	94.2 %
Transfers Out [3]	7.7 %	16.2 %	16.0 %	20.6 %
Transfers In [4]**: Within District**	0.4 %	3.4 %	2.8 %	3.0 %
Transfers In [4]**: Out-of-District**	2.3 %	6.3 %	5.9 %	7.9 %
Promotion Rate [5]	99.6 %	98.7 %	98.1 %	94.2 %
Retention Rate [6]	0.4 %	1.3 %	1.9 %	5.4 %
Dropout Rate [7]	NA			11.1 %
Status Unknown [8]	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

[3] Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

[4] Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

[5] Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

[6] Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

[7] Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

[8] Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

∨ **School Honors** ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
International Reading Award	1999
Christa McAuliffe Recipient	2001
International Community Problem Solving Finalist	2001
Arizona State History Fair Champion	2001

∨ **Academic Achievement Indicators** ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results[1], 2000-01

Legend

MS -	The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.					
FFB -	Percent of students who Fell Far Below the standard					
A -	Percent of students who Approached the standard					
M -	Percent of students who Met the standard					
E -	Percent of students who Exceeded the standard					

Grade 3

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	51	542	0%	7%	50%	41%
	State	60969	521	11%	18%	44%	27%
Writing	School	48	559	0%	6%	72%	20%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	49	537	2%	18%	42%	36%
	State	61089	510	14%	29%	34%	23%

Grade 5

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	49	518	4%	12%	55%	28%
	State	63518	503	22%	24%	41%	14%
Writing	School	49	529	6%	20%	51%	22%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	49	522	2%	34%	10%	53%
	State	63873	487	17%	43%	12%	29%

Grade 8

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	59	521	10%	20%	38%	30%
	State	56652	505	23%	20%	40%	17%
Writing	School	56	505	5%	37%	57%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	59	470	28%	50%	8%	11%
	State	56871	454	43%	40%	12%	6%

[1]Results reflect student performance on the English form of AIMS.
[2]Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.
**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.
--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ **Mathematics Education and AIMS** ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS**.

∨ Academic Achievement Indicators ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	66	78	60
2	Reading	--	--	--	--	--	--	100	55	50	95	52	52	97	76	53
	Language	--	--	--	--	--	--	100	46	40	95	40	43	97	77	44
	Mathematics	--	--	--	--	--	--	100	54	51	95	49	55	97	71	57
3	Reading	85	44	44	86	49	47	100	56	47	100	56	48	85	63	50
	Language	88	34	45	86	51	49	100	55	51	100	45	54	85	62	56
	Mathematics	90	26	41	86	39	46	100	54	49	100	39	52	85	52	54
4	Reading	76	69	52	89	60	53	100	67	54	89	63	54	83	67	55
	Language	85	52	45	98	46	47	100	58	49	100	44	48	91	59	50
	Mathematics	85	44	48	98	34	51	100	64	54	100	44	55	92	60	57
5	Reading	88	59	50	97	58	51	100	69	51	98	77	51	79	73	51
	Language	88	46	40	95	49	42	100	56	44	100	71	45	80	62	45
	Mathematics	88	49	47	95	47	51	100	58	54	100	80	55	80	69	57
6	Reading	93	68	52	96	64	53	100	67	54	100	71	53	83	71	54
	Language	93	50	40	97	50	41	100	56	44	100	53	44	83	66	45
	Mathematics	93	62	54	97	64	57	100	67	59	100	79	60	83	81	63
7	Reading	89	64	52	98	69	52	100	68	53	95	59	52	90	67	53
	Language	89	59	49	97	61	52	100	69	54	94	59	54	90	69	55
	Mathematics	89	52	50	97	57	53	100	65	55	95	66	56	89	78	58
8	Reading	96	59	54	98	64	54	100	73	54	100	66	53	92	71	55
	Language	96	48	45	98	62	46	100	65	49	100	64	49	90	58	50
	Mathematics	96	49	50	98	56	52	100	65	54	100	70	56	92	74	58

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine[9] or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

[9] Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	71	58
Grades 3-4	82	95
Grades 4-5	81	95
Grades 5-6	76	97
Grades 6-7	66	50
Grades 7-8	86	73

*Less than 10 students matched   **No information available   ***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The administration, teachers and parents at West Sedona School work together to create a safe and orderly school climate. A Peer Mediation Program is in place in the middle school. Peer mediators also work as Peacekeepers, on the playground, with younger students. All members of the school community strive to celebrate and encourage the diversity in our classrooms, making them safe for all learners. A comprehensive plan is in place to deal with catastrophic emergency situations.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).   3

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ **Per Pupil and School Expenditures for the 1999-2000 School Year** ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	$2,113	$1,015,761
Classroom Supplies	$54	$25,768
Administration	$518	$249,079
Support Services-Students	$370	$177,744
Other Support Services and Operations	$1,038	$498,915
Total Expenditures-All Categories 1999-2000	$4,093	$1,967,267

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.
* Based upon 1999-2000 Average Daily Membership (ADM).
  (School Expenditures divided by ADM)
**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨   **Classroom Enhancement Funds 2000-01**   ∨

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes,* a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder $65,945.93 [$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

 * Information is self-reported by the district and is unaudited.

∨ **Contacts** ∨

	Name	Phone	Extension
School Site Council	Greg Kirkham	(928) 204-6600	
Transportation Policy	Steve Novak	(928) 282-0528	
Community Resources	Greg Kirkham	(928) 204-6600	
School Nutrition Programs	Brett Greenwood	(928) 204-6800	
Parent Organization	Marsha Marcy	(928) 204-6600	
Student Health/Nurse	Goldie Wolin	(928) 204-6600	